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ABSTRACT

This document was prepared as a guide for educators in Manitoba (Canada) to facilitate the implementation of the resource-based learning model implicit in the province's curriculum guides from kindergarten through Senior 4 and to integrate the instructional programs of the classroom and the school library as specified by the provincial department of education. The guide will facilitate the implementation of the educational reform set out in recent department publications. Resource-based learning is an educational model that actively involves students, teachers, and teacher-librarians in the meaningful use of appropriate print, nonprint, and human resources. The model requires the services of a qualified teacher-librarian to assist teachers in integrating the use of school-library learning resources into their classroom programs in order for the model to be successful. This guide includes a description of the model and an outline of its implementation. (Contains 32 references, a set of learning goals, a glossary, suggestions for student presentations and learning units, 155 resources for classroom teachers, and a 23-item supplementary reading list.) (SLD)

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RESOURCE-BASED LEARNING

An Educational Model

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1994

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Resource-Based Learning:
An Educational Model

Manitoba Education and Training
Instructional Resources Branch

1994

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Resource-based learning: an educational model

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Winnipeg 1994

PURPOSE

This document has been prepared for educators as a guideline to:

- facilitate the implementation of the resource-based learning model implicit in Manitoba curriculum guides from Kindergarten through Senior 4

- integrate the instructional programs of the classroom and the school library as specified in the revised School Library Policy Statement highlighted below as approved by the Minister of Education and Training, October 1993

> **"Students in Manitoba schools should have access to a school library program that is integrated with the school's instructional program. This integration of classroom and school library is fundamental to the resource-based learning model which is essential to student achievement of the Learning Goals for Manitoba."**

The term "integration" means that the school library program should not be designed and delivered in isolation. Rather, it must be designed collaboratively by all stakeholders and delivered either in the library and/or classrooms so that the independent learning skills are taught through the various curriculum topics.

- facilitate the implementation of the educational reform which is, in part, set out in Manitoba Education and Training's document Answering the Challenge: strategies for success in Manitoba high schools.

> Strategy 52 --
> "The Department will include the resource-based learning model as an integral component of curriculum development."
> Strategy 53 --
> "The Department will ensure that the membership of subject area curriculum committees include a teacher-librarian."
> Strategy 75 --
> "The Department will begin a systematic review of all high school curricula to ensure program quality, scope and rigor through the incorporation of the following concepts ...
> - the use of integrated information technologies as a tool for learning and instruction
> - the use of a resource-based learning model which utilizes a wide variety of resources
> - the development of the process skills of analyzing, synthesizing, inferring and evaluating as well as literacy, numeracy and communication skills."

DOCUMENT DEVELOPMENT

This document was written by a twelve-person committee over a period from 1988 through 1993. Its writing involved extensive research into existing provincial policies and guidelines on resource-based learning as well as other literature available in the professional journals.

In order to achieve broad-based input, membership on the committee was as follows:

- Professor, Faculty of Education, University of Manitoba
- school library administrator
- rural school library representative
- inner city teacher-librarian
- early years teacher-librarians
- middle years teacher-librarians
- senior years teacher-librarians
- Director, Instructional Resources Branch, Manitoba Education and Training
- Consultant, Curriculum Services Branch, Manitoba Education and Training
- Library Coordinator, Direction des ressources éducatives françaises (DREF)
- School Library Curriculum Consultant, Instructional Resources Branch, Manitoba Education and Training

Every effort was made to ensure membership from as many school divisions/districts as possible.

After the document was written, an extensive critique and revision process was undertaken. The document was field tested in schools to get teacher reaction and input. It was presented at in-services for school and divisional administrators, divisional consultants, Manitoba Education and Training Program Development and Support Services consultants, school library administrators, and rural and urban teacher-librarians. Verbal and written feedback were encouraged and many suggestions were incorporated. The committee would especially like to thank Rae Harris, Pat MacDonald, Michael Hartley and Marshall Draper from Curriculum Services Branch, and Leonard Plett, Distance Education and Technology Branch, Manitoba Education and Training, for their written critiques.

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Manitoba Education and Training would like to thank the following people and their divisions/districts for their contribution to this document:

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The Committee would like to thank the writers of all the books, magazine articles and documents cited in the bibliography in Appendix F. Their ideas have influenced the creation of our document and we would like to acknowledge their contributions.

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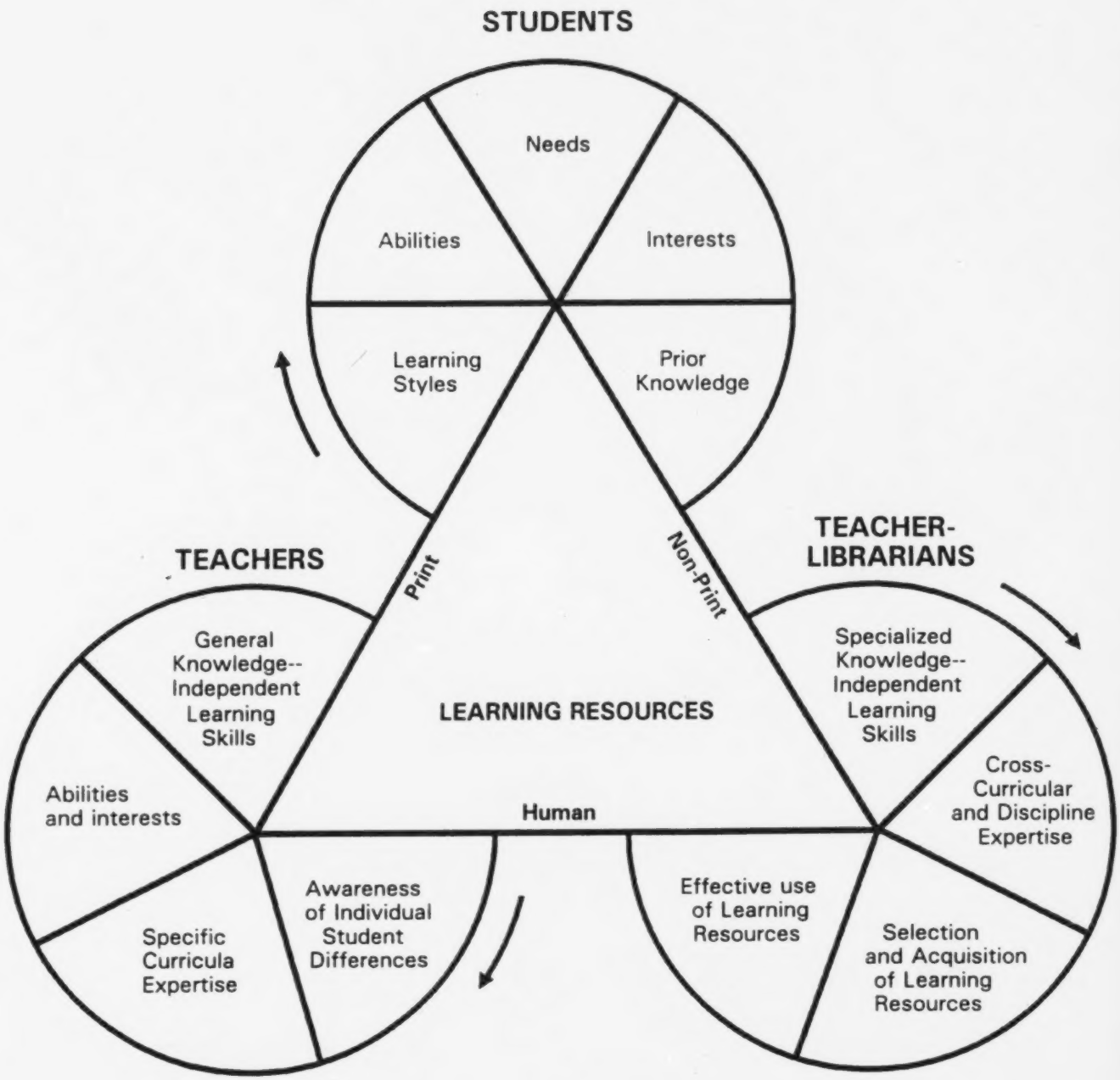
WHAT IS RESOURCE-BASED LEARNING?

RESOURCE-BASED LEARNING: MODEL WITH COMPONENTS



> **"Resource-based learning is an educational model which, by design, actively involves *students*, *teachers* and *teacher-librarians* in the meaningful use of a wide range of appropriate print, non-print and human resources."**
>
> -- Manitoba Education and Training, revised School Library Policy Statement

THE GOALS OF THE RESOURCE-BASED LEARNING MODEL

- acknowledge the insufficiency of a single textbook in curricula implementation
- provide a wide range of learning resources for structuring teaching and learning experiences including human resources, approved and recommended textbooks, fiction and non-fiction books, magazines, manipulatives, games, films, filmstrips, audio and video recordings, communications and computer technologies and other materials
- use curricula-relevant and current school library learning resources
- use a centralized comprehensive, professionally-selected collection of school library learning resources
- use a global network of learning resources

THE REQUIREMENTS OF THE RESOURCE-BASED LEARNING MODEL

- provide a qualified *teacher-librarian* to assist *teachers* in integrating the use of school library learning resources into their classroom programs for the most successful implementation of the model
- integrate the school library program, which focuses on the skills and strategies of learning to learn, the processes of learning as well as knowledge acquisition, with classroom programs
- involve the application of an *independent learning skills continuum* for Kindergarten through Senior 4
- use cooperative program planning, teaching and evaluation strategies

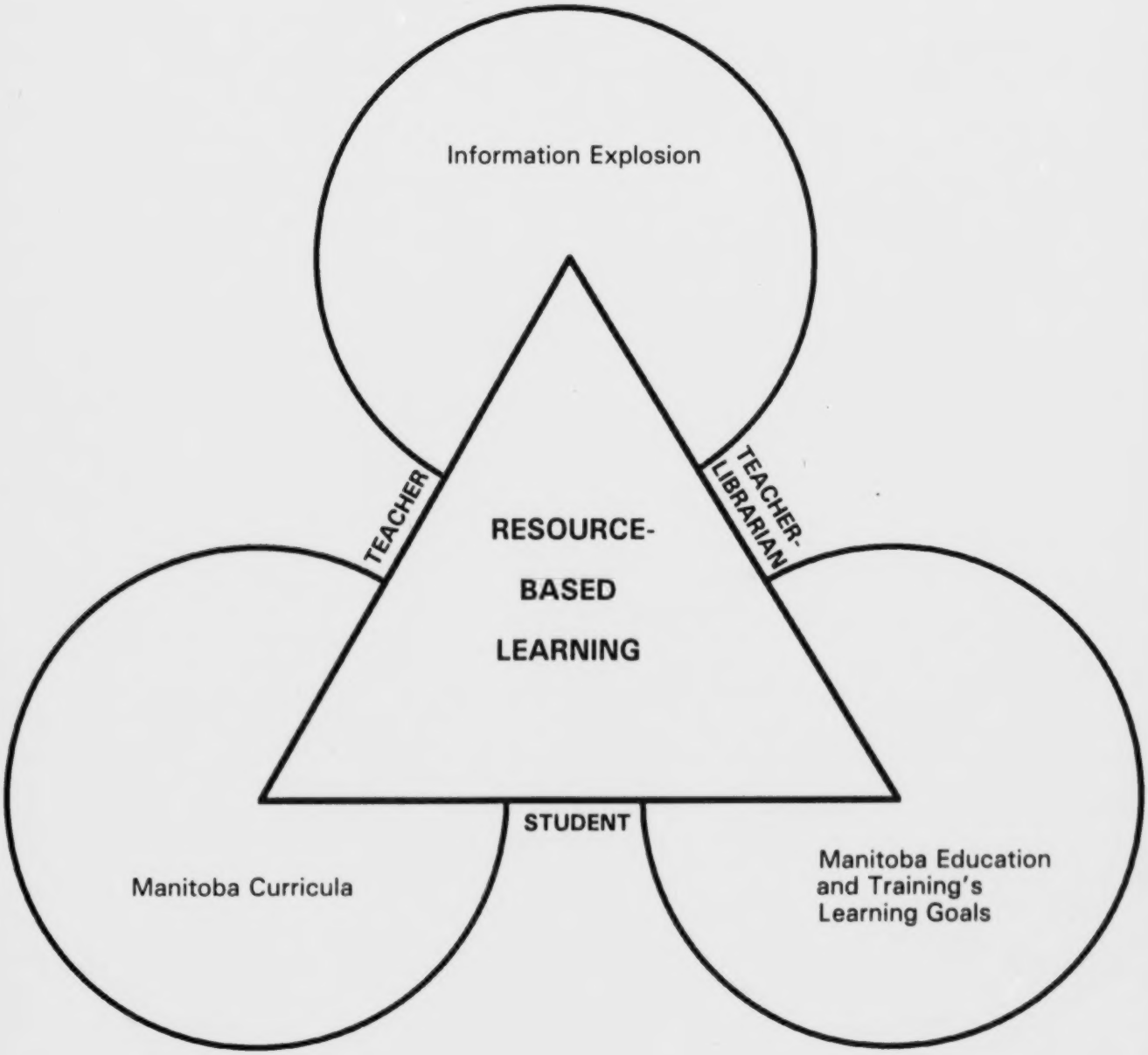
The resource-based learning model accommodates *students'* individual differences in *learning styles, abilities, needs, interests* and *prior knowledge* base. The model provides the opportunity for the teaching and learning of strategies necessary for independent lifelong learning.

The teacher contributes awareness of *individual student differences, specific curricula expertise, abilities and interests*, and *general knowledge of independent learning skills*.

The teacher-librarian contributes *specialized knowledge of the independent learning skills, cross curricular and discipline expertise, selection and acquisition of learning resources*, and *effective use of learning resources*.

WHAT IS THE RATIONALE FOR RESOURCE-BASED LEARNING?

RESOURCE-BASED LEARNING: RATIONALE



The resource-based learning model has been developed as a response to the changing educational needs of students in an information-rich society.

The statement of Learning Goals for Young People Ages 5 to 18 in the Administrative Handbook for Manitoba Schools (February 1988), which is Appendix A, reflects a recognition of the changing needs of students. It lists such desired outcomes as

- "listen with sensitivity and discrimination"
- "understand the changing environment, in terms of its parts and the patterns that characterize it as a whole"
- "develop creative and imaginative thinking"
- "make informed and rational decisions" through "increasing ability in the skills of inquiry, analysis, synthesis and evaluation"

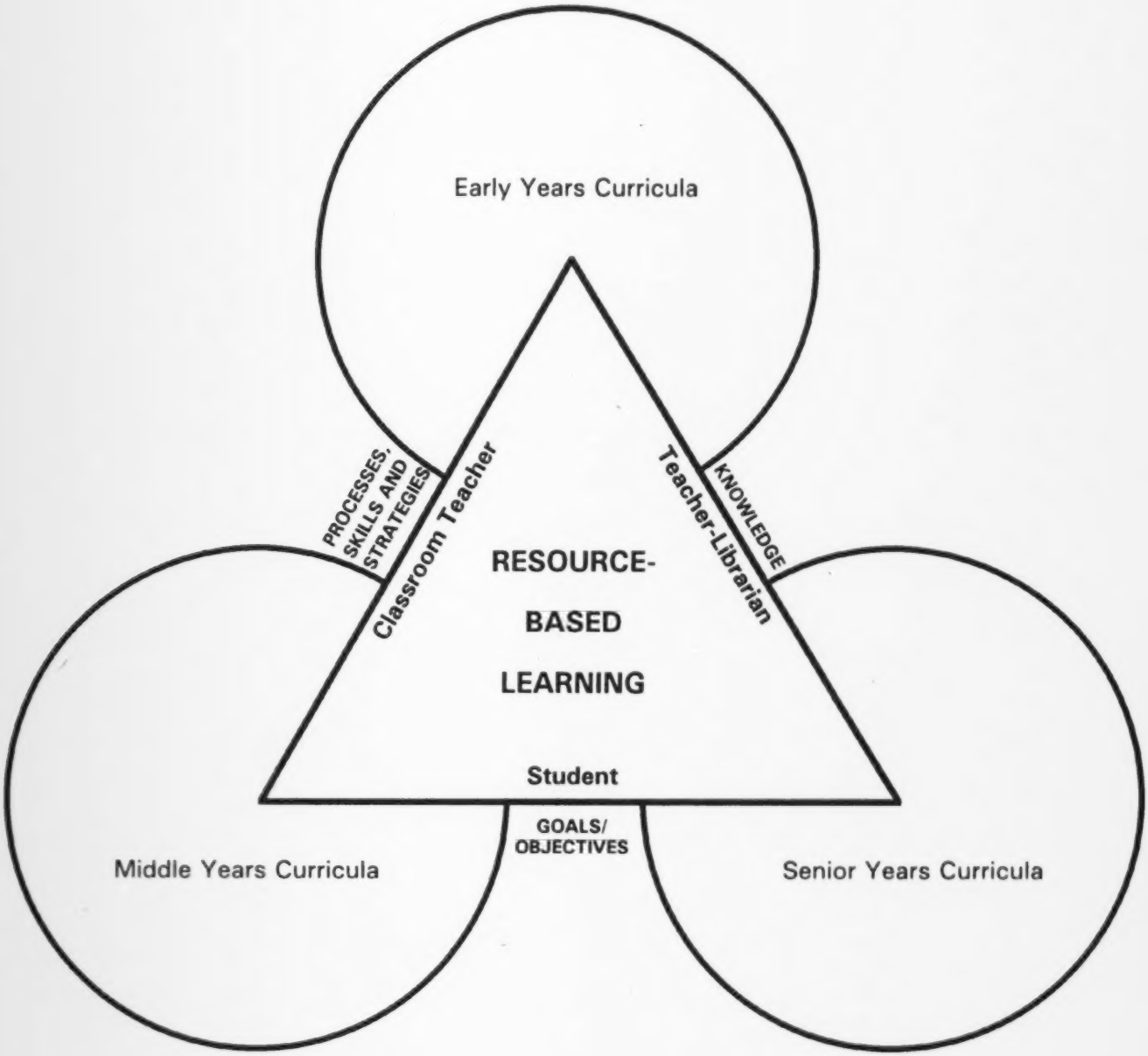
The *information explosion* in this century has shown that a recall model of teaching and learning is inadequate. While a core of knowledge acquisition will remain essential for all students, the knowledge requirements of the twenty-first century will demand that students develop expertise in accessing information, evaluating and using it in new and personal ways to meet individual, group and societal needs.

Teachers' roles have changed to include the teaching of process as well as product. Of necessity, the traditionally narrow range of learning materials, i.e., the teacher and the textbook, has been broadened into a much wider resource base. In this shift, the resource-based learning model provides an effective method of dealing with information overload and developing life-long learners.

The resource-based learning model provides a comprehensive approach for the development and implementation of *curricula* and acts as a bridge between *Manitoba Education and Training's Learning Goals* and the classroom programs. As teachers and their students draw from a broad range of learning locations, facilities, resources and activities, classrooms will truly cease to be bound by walls.

HOW DOES RESOURCE-BASED LEARNING FIT WITH MANITOBA CURRICULA?

RESOURCE-BASED LEARNING: CURRICULA FIT



Resource-based learning knows no subject area boundaries.

All subject areas present the need and provide opportunities for resource-based learning experiences to occur at early, middle and senior levels of learning. All curricula areas provide opportunities for using this approach. Research has shown that *students* will begin to take responsibility for their own learning if they are involved in choosing a topic and gathering and processing information.[1]

Learning will be greatly enhanced if the approaches taken in various classrooms are coordinated through the collaboration of *teachers* and *teacher-librarians* to provide a continuous learning path. Collaboration among teachers in various subject areas is particularly necessary when it comes to the development of an independent learning skills continuum. The resource-based learning model is implemented at all grade levels.

While certain topics lend themselves more readily to an individualized approach, it is important to recognize that the independent learning skills encompassed by the resource-based learning model are not taught separately from other subject areas. The resource-based learning model is best developed through the integration of the instructional programs of the classroom and the school library and by a range of approaches used in each subject area.

There is ample opportunity for an exploration of this approach so that teachers need not force the issue. For example, it may not be particularly effective to have all students learn how to multiply two-digit numbers via a resource-based approach, but one might find no better approach than this to develop a chart that displays the many occupations where mathematics plays an important role. Similar examples can be found in every subject area. Examples of early, middle and senior years possible topics are given on pages 12 and 13. Examples of independent learning skills are also shown.

Resource-based learning becomes part of the total range of learning approaches which enhance the students' intellectual development.

---

[1] Trudy Crow, "Critical Thinking in the Research Process," School Libraries in Canada 12:2 (Summer 1992): 32-37.
Carol Collier Kuhlthau, "A Process Approach to Library Skills Instruction: an investigation into the design of the library research process," School Library Media Quarterly 13:1 (Winter 1985): 35-40.

EXAMPLES OF THE RESOURCE-BASED LEARNING APPROACH

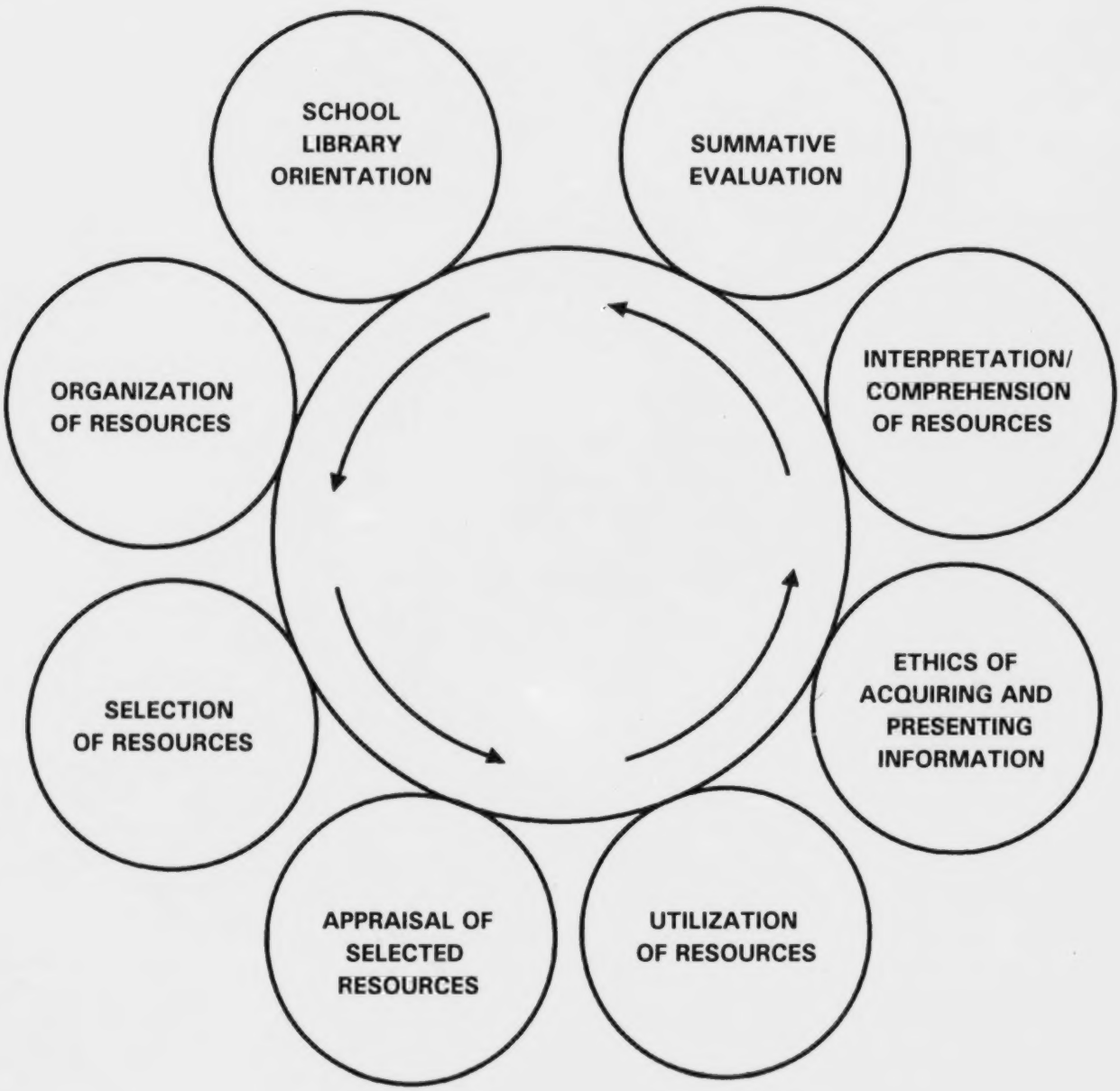
SUBJECT	LEVEL	POSSIBLE TOPICS	INDEPENDENT LEARNING SKILLS
Language Arts	E	Improve the student's world	Develop creative problem solving skills
	M	Canadian young adult literature	Access non-print/print resources
	S	Media literacy	Analyze critically TV/video programs
Social Studies/ History	E	Life 80 years ago	Demonstrate interview techniques
	M	Compare people of one region across two different time periods	Compare the merit of various resources
	S	Critique of Free Trade	Use Internet to locate resources
Science	E	Animal studies	Synthesize information from videodiscs and CD ROM encyclopedias
	M	Science fiction	Compare what has been predicted with what has come true
	S	Environmental improvements	Locate and use expert human resources (in person and via teleconference)
Mathematics	E	Math puzzles and problems for a "Math Fair" project	Use an automated catalogue
	M	Occupations where maths plays an important role	Use brainstorming and webbing techniques
	S	Mathematicians who have made major contributions in the 20th century	Utilize university libraries
Guidance	E	Succeed at school	Use effective study techniques
	M	Career opportunities	Locate and obtain resources from businesses and institutions
	S	Interpersonal skills in positive and negative situations	Use conflict resolution strategies from human and video resources
Industrial Arts	E	Origin and development of toys	Evaluate own projects
	M	Jobs involving industrial arts	Use subject headings in an info file
	S	20th century materials which have significantly impacted our world	Use specialized science reference encyclopedias
Drama	E	Readers' theatre using stories from other lands	Use the local public library
	M	Make-up for today's productions	Use telephone interviewing techniques
	S	Theatre in Shakespeare's time compared to now	Access resources in university drama department
Physical Education	E	Sports in other countries	Prepare a bibliography
	M	Olympic games, historical and modern day	Evaluate peer projects
	S	Drugs in the world of national and international sports	Use Micromedia Department at Centennial Public Library

SUBJECT	LEVEL	POSSIBLE TOPICS	INDEPENDENT LEARNING SKILLS
Health/ Home Economics	E	Understand visual impairment	Use Centennial Public Library's braille and talking books collections
	M	Compare fashion in two different eras	Prepare a presentation using a dramatic format
	S	Eating disorders and treatments available	Access divisional resources using a union catalogue
Music	E	Origin of famous songs	Prepare a presentation using a musical format
	M	History of various instruments	Produce a video
	S	How to make a living in the music industry	Use CD ROM periodical indexes
Art	E	Mask making through the ages	Prepare an outline
	M	Manitoba artists and their work	Take notes from slide presentations given by visiting artists
	S	Impact of Renaissance art	Access Winnipeg Art Gallery and picture library of Faculty of Fine Arts, University of Manitoba
Outdoor Education	E	Build a shelter or quinzee in the woods	Locate expert community resource people
	M	Backpacker's equipment	Create charts and illustrations for a presentation
	S	Effective climbing and repelling techniques	Skim, paraphrase and summarize
French/ German/ Ukrainian	E	Create greeting cards in another language	Use print and CD ROM dictionaries in another language
	M	Poetry writing in another language	Use effective oral presentation skills
	S	Canadian literature written in another language	Explain Canadian copyright laws
Resource Program	E	Modern-day heroes	Use AV kits and equipment
	M	Science fair project preparation	Locate and use high interest/low vocabulary print resources
	S	Help a younger struggling student learn to read	Use mentoring skills and encourage reading with a "Book Buddy"

WHAT ARE INDEPENDENT LEARNING SKILLS?

INDEPENDENT LEARNING SKILLS CONTINUUM: OVERVIEW

Formative evaluation of the acquisition of skills is continuous.



The acquisition of independent learning skills, jointly facilitated by the teacher and the teacher-librarian, is required for students to master the skills and apply them to classroom and school library work and is essential to the successful implementation of the resource-based learning model.

Independent learning skills are developmental, cumulative and necessary to all curricula requiring research, investigation and/or reporting activities. Independent learning skills form a sequential continuum from early years through senior years. Students who learn these skills through relevant, functional and meaningful experiences will develop lifelong learning skills and strategies.

To integrate the independent learning skills with curricula, the collaborative teaching partners must be able to

- identify and define independent learning skills relevant to the curricula
- provide opportunities for immediate functional application of these skills within the context of the curricula

An *overview* of the *independent learning skills continuum* appears on the preceding page and further subheadings are shown on page 18. A detailed continuum will be included in a forthcoming companion document.

The term "human resources" is meant to include a wide variety of individuals--subject specialists, consultants, people in the community and so on. There are many sources of information and means of expression beyond print. A list of suggestions for student presentations is given as Appendix C.

INDEPENDENT LEARNING SKILLS: OVERVIEW

I. **SCHOOL LIBRARY ORIENTATION**
- A. **Facility**
- B. **Code of Behaviour**
- C. **Procedures**

II. **ORGANIZATION OF RESOURCES**

III. **SELECTION OF RESOURCES**

A. **Types of Resources**
1. Art Original and Reproduction
2. Book and Pamphlet
3. Braille
4. Computer File
5. Diorama
6. Filmstrip
7. Flash Card
8. Game
9. Globe
10. Human Resources
11. Information File
12. Kit
13. Manuscript
14. Map
15. Microform
16. Microscope Slide
17. Model
18. Motion Picture
19. Music
20. Picture
21. Realia
22. Serial
23. Slide
24. Sound Recording
25. Technical Drawing
26. Text
27. Toy
28. Transparency
29. Videorecording

B. **Types of Collections**
1. Archives
2. Branch Public Library
3. College/University Libraries
4. Community Resources
5. Databases
6. Divisional/District Resource Centre
7. Galleries
8. Government Agencies
9. Institutions/Agencies
10. Main/Central Public Library
11. Museums
12. Other School Libraries
13. Personal
14. Special Libraries
15. Student's School Library

C. **Access to Resources and Collections**
1. AV Hardware
2. Bibliographies
3. Card Catalogue
4. Computers
5. Dial-in OPACS
6. Directories
7. Indexes
8. Information Access Services
9. Information Providers
10. Interlibrary Loan
11. Interviews
12. Letters

C. **Access to Resources and Collections** cont'd.
13. Online Public Access Catalogue
14. Satellite
15. Telenet
16. Telephone
17. Television
18. Union Lists
19. Visitations

IV. **APPRAISAL OF SELECTED RESOURCES**
- A. **Appropriate Information Sources**
- B. **Copyright**
- C. **Media Literacy**

V. **UTILIZATION OF RESOURCES**

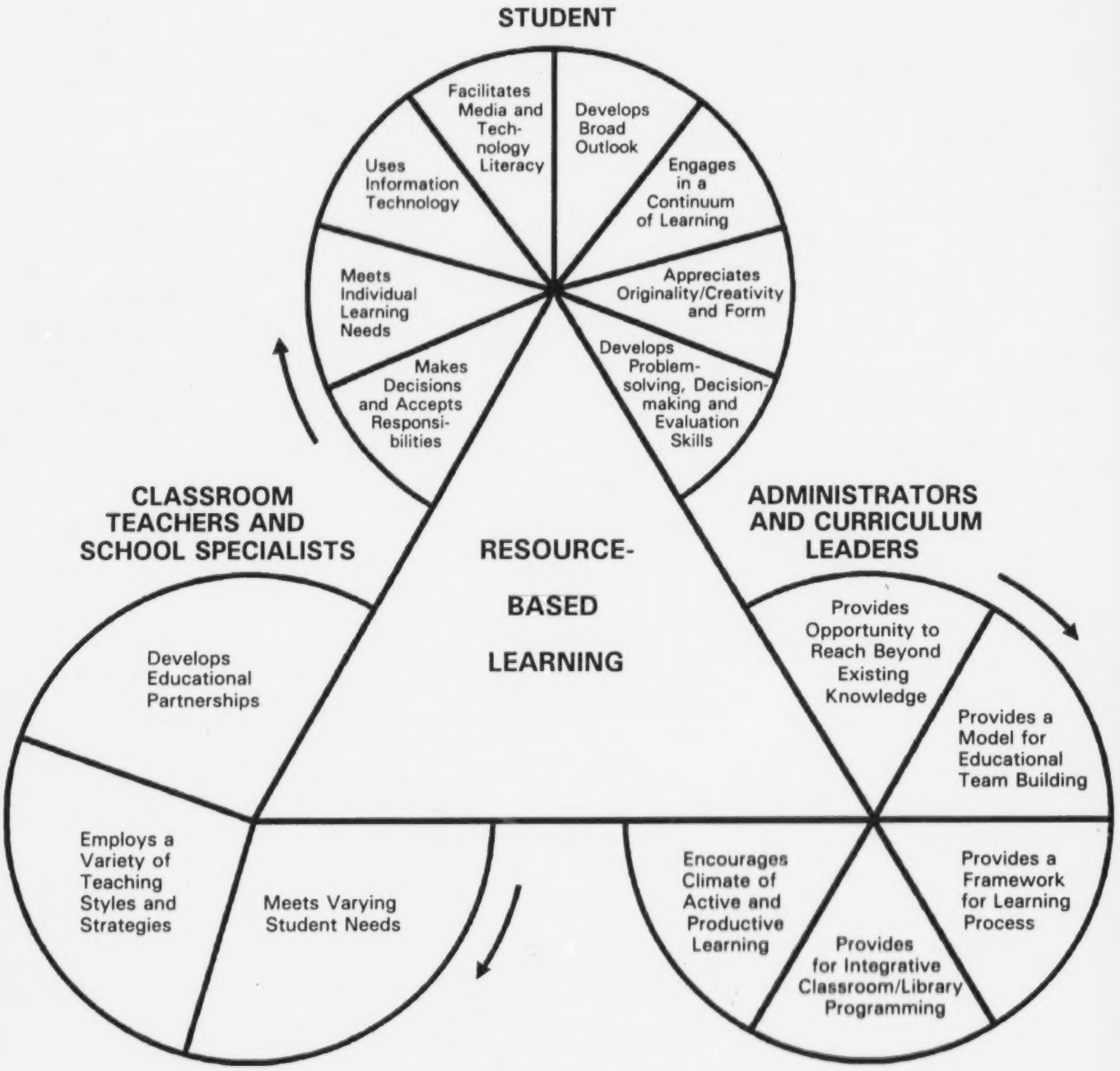
VI. **ETHICS OF ACQUIRING AND PRESENTING INFORMATION**
- A. **Copyright Act**
- B. **Copyright Agreements**
- C. **Oral**
- D. **Visual**

VII. **INTERPRETATION/COMPREHENSION OF RESOURCES**
- A. **Planning an Information Search**
- B. **Retrieving/Processing Information**
- C. **Recording Information**
  1. Multimedia
  2. Text
- D. **Preparing the Presentation**
  1. Dramatization
  2. Movement
  3. Musical
  4. Verbal
  5. Visual
  6. Written
  7. Other (film, video)
- E. **Sharing Information**

VIII. **SUMMATIVE EVALUATION**
- A. **Content**
- B. **Process, Product and Strategies for Learning to Learn**
- C. **Resources**
- D. **Methodologies**

WHAT ARE THE BENEFITS OF RESOURCE-BASED LEARNING?

RESOURCE-BASED LEARNING: BENEFITS


STUDENT
Facilitates Media and Technology Literacy
Develops Broad Outlook
Uses Information Technology
Engages in a Continuum of Learning
Meets Individual Learning Needs
Appreciates Originality/Creativity and Form
Makes Decisions and Accepts Responsibilities
Develops Problem-solving, Decision-making and Evaluation Skills
CLASSROOM TEACHERS AND SCHOOL SPECIALISTS
RESOURCE-BASED LEARNING
ADMINISTRATORS AND CURRICULUM LEADERS
Develops Educational Partnerships
Provides Opportunity to Reach Beyond Existing Knowledge
Provides a Model for Educational Team Building
Employs a Variety of Teaching Styles and Strategies
Meets Varying Student Needs
Encourages Climate of Active and Productive Learning
Provides a Framework for Learning Process
Provides for Integrative Classroom/Library Programming

> **"Students in schools with well-equipped resource centres and professional teacher-librarians will perform better on achievement tests for reading comprehension and basic research skills."**
>
> -- "What Works", Emergency Librarian. p. 28

Resource-based learning, by offering a wide range of learning resources (print, non-print and human), benefits students in that it

- encourages them to *make decisions* and to *accept the responsibility* for the outcomes of their choices
- accommodates students' *individual learning needs*
- offers a comprehensive range of *technology* to access information
- facilitates *media and technology literacy*
- facilitates the development of a *broad outlook* on the world and a clear perception of their places within the world through interaction with a wide variety of resources
- provides a sequential *continuum* for the development of independent learning skills
- develops an appreciation of *originality*, *creativity* and *form* in written, spoken and visual media
- develops the *skills* of *problem-solving*, *decision-making* and *evaluating*

Resource-based learning, by providing access to a wide range of teaching and learning resources (print, non-print and human), benefits classroom teachers and school specialists in that it

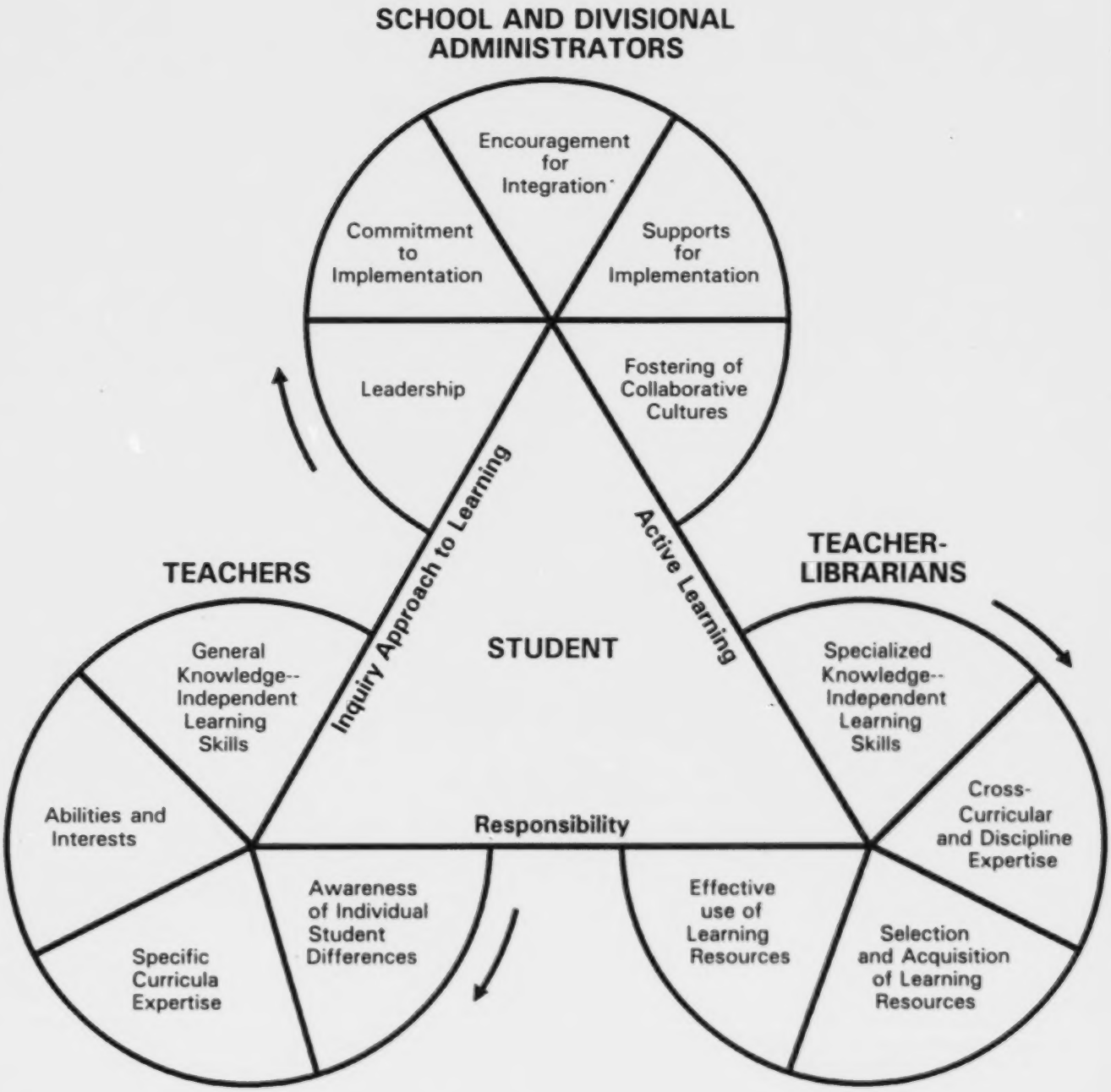
- allows them to meet more effectively the *varying needs*, interests and abilities of their *students*
- presents opportunities for employing a wide *variety of teaching styles and strategies*
- offers, through the teacher-librarian, an *educational partner* with cross-curricular and discipline expertise in the implementation of independent learning skills and in the effective use of learning resources

Resource-based learning benefits administrators and curriculum leaders in that it

- provides an *opportunity* for teachers and students *to reach beyond* their *existing knowledge*
- provides a *model for educational team building*
- provides a *framework* for the articulation of the *learning process* throughout the school
- provides a means for *integrating* the instructional *programs* of the *classroom* and the school *library*
- encourages a *climate of active and productive learning* within the school

WHO IS RESPONSIBLE FOR RESOURCE-BASED LEARNING?

RESOURCE-BASED LEARNING: RESPONSIBILITIES



The resource-based learning model demands the active involvement of students, teachers and teacher-librarians in the use of the learning resources provided through the school library and requires the commitment and support of the school and divisional administrators.

School and divisional administrators, teachers and teacher-librarians each have different responsibilities for encouraging the development of resource-based learning.

School and divisional administrators provide

- *leadership* for the development of the resource-based learning model in the school and division
- *commitment* to the *implementation* of the resource-based learning model in the school and division
- *encouragement* for the *integration* of the instructional programs of the classrooms and the school library
- the *supports* necessary for the successful *implementation* of the resource-based learning model, including the monitoring of its effectiveness
- *fostering* of *collaborative* school and divisional *cultures*

Teachers contribute

- *awareness of individual student differences*
- specific *curricula expertise*
- *abilities and interests*
- *general knowledge* of *independent learning skills*

Teacher-librarians contribute

- *specialized knowledge* of *independent learning skills*
- knowledge of the *curricula across the grades and across the disciplines*
- expertise in the *selection and acquisition of learning resources*
- expertise in the *effective use of learning resources*

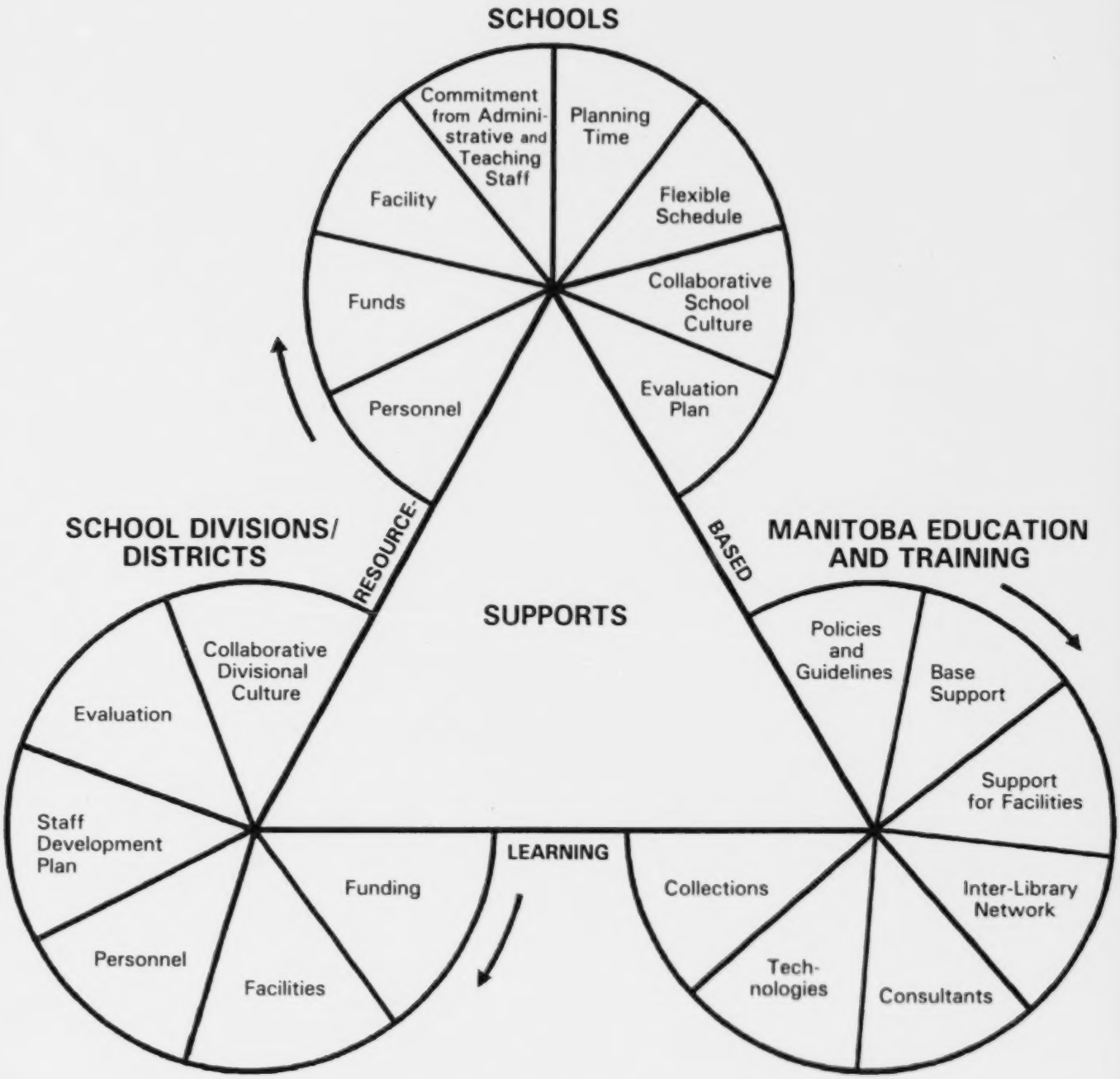
The resource-based learning model accommodates individual abilities, needs, learning styles and interests of the learners.

Students are encouraged

- to be *active* rather than passive participants in the learning process
- to engage in an *inquiry approach to learning*
- to accept ever-increasing *responsibility* for their own learning

WHAT SUPPORTS ARE REQUIRED FOR RESOURCE-BASED LEARNING?

RESOURCE-BASED LEARNING: SUPPORTS



The most successful resource-based learning is the result of collaboration between teachers and teacher-librarians. The key to this working relationship is school and divisional administrators who are knowledgeable, enthusiastic and actively involved in promoting resource-based learning and teaching.

SUPPORTS NECESSARY FOR RESOURCE-BASED LEARNING

A. Manitoba Education and Training is to

- develop *policies and guidelines* for the organization, implementation, development and assessment of an integrated school library program
- continue *base support* through the Schools' Finance Program for school library programs and services, including qualified professional school library staff, current and appropriate learning resources and technology
- continue *support* for the provision of adequate school library *facilities*
- assist in the formation, implementation and maintenance of an *interlibrary network* to facilitate the sharing of resources
- provide *consultants* for leadership and consultative support
- assist in the research and application of new *technologies*, systems and/or procedures for improving the efficiency and effectiveness of integrated school library programs
- provide centralized book, computer software, special materials and video recording and film *collections* as well as various duplication services
- provide an electronic highway to connect school libraries with other types of libraries provincially and globally

B. School Divisions/Districts are to

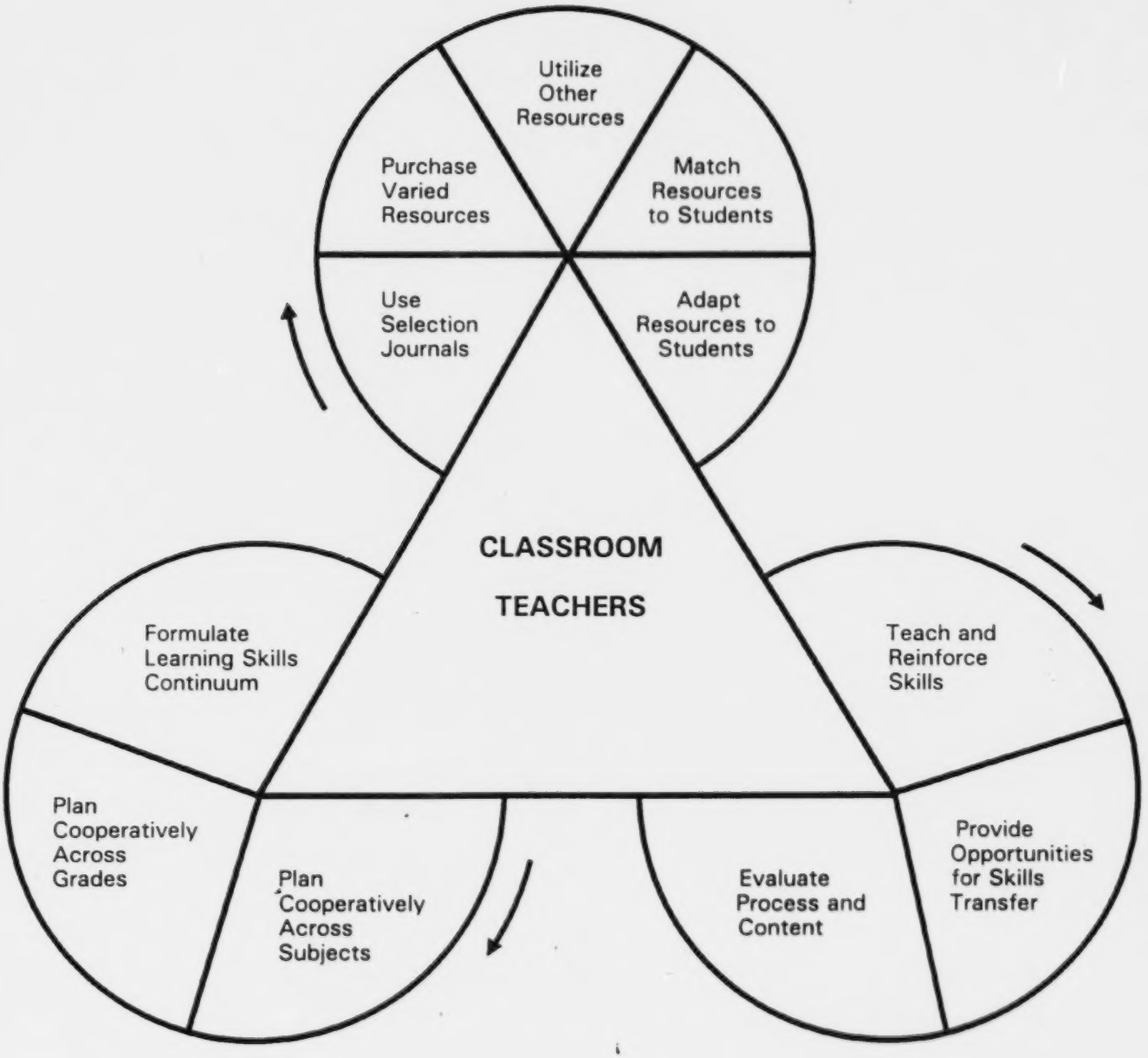
- allocate *funding* for the provision of the services of teacher-librarians and the purchase of current and appropriate learning resources and technology at both the school and division/district levels
- provide school library *facilities* as outlined in Guidelines for Planning: School Libraries
- provide specialized professional, technical and clerical *personnel*
- offer a *staff development plan* to assist in the ongoing implementation of the resource-based learning model and to embed resource-based learning systematically
- *evaluate* the model utilizing provincial guidelines and policies and the instructional goals of the school division/district and its schools
- encourage the establishment of a *collaborative divisional culture* as the norm

C. Schools are to

- provide adequate *personnel* within the school, ie a teacher-librarian as well as technical and/or clerical staff, for the most successful implementation of resource-based learning to occur
- allocate *funds* to supply current and appropriate learning resources and technology
- allocate and develop the *facility* necessary to meet the needs of an integrated school library program
- provide a *commitment* from *administrative* and *teaching staff* to implement the resource-based teaching/learning model in the instructional program
- provide *planning time* for the development of integrated instructional assignments, units or sequences by teachers and teacher-librarians
- set up a *flexible schedule* to facilitate the teacher-librarian's role in the implementation process
- provide a *collaborative school culture*
- create and follow an *evaluation plan*

HOW CAN CLASSROOM TEACHERS BEGIN RESOURCE-BASED LEARNING?

RESOURCE-BASED LEARNING: CLASSROOM TEACHERS



> **Teachers model the resource-based philosophy through their selection of resources and their use of resources in teaching. Teachers also model the wide range of processes that are needed for the effective use of resources.**
>
> -- Where Did You Find That?: Resource-Based Learning. p.17

How can classroom teachers begin?

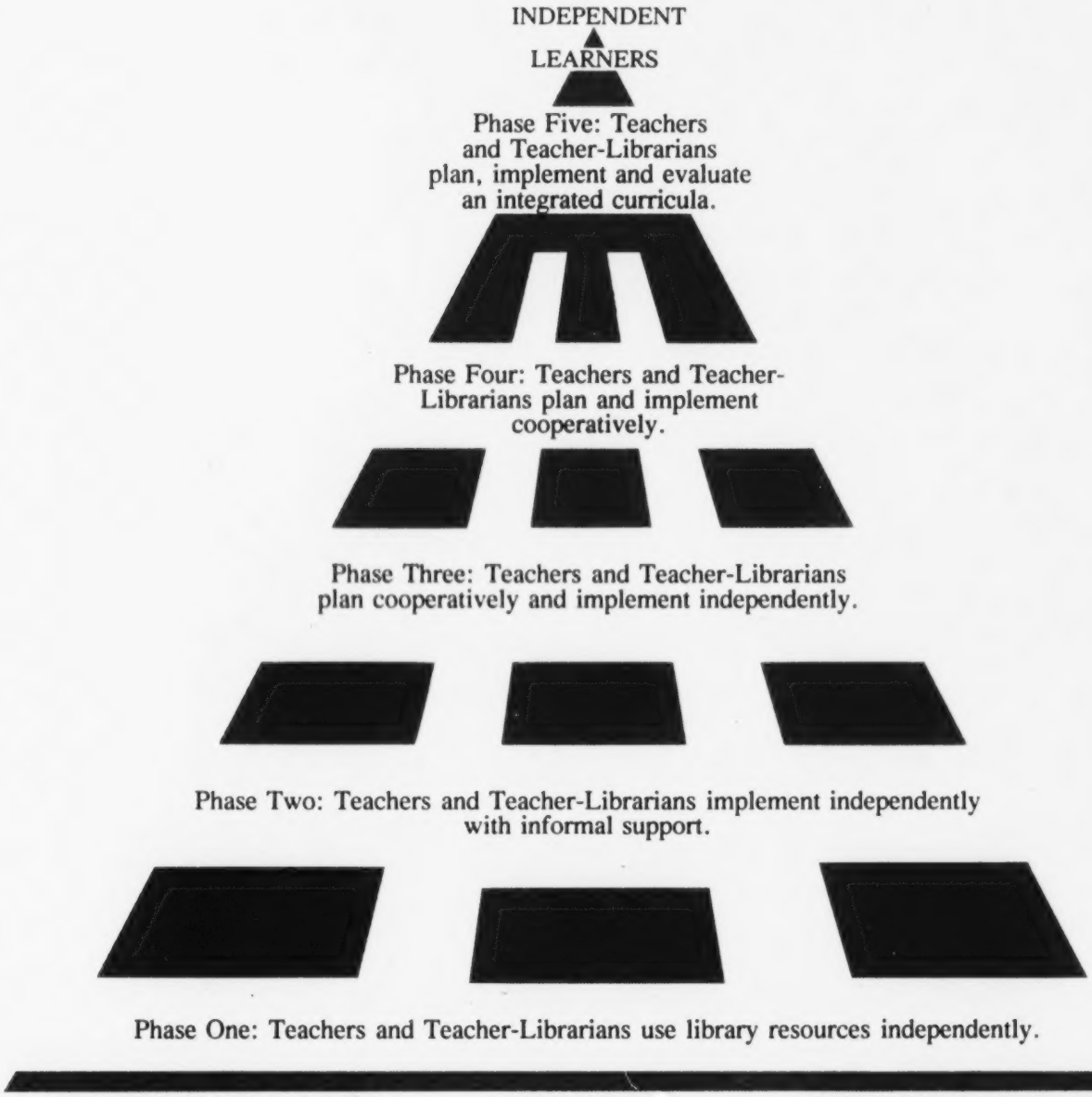
In schools without teacher-librarians, classroom teachers begin to implement resource-based learning when they

- *plan cooperatively* with other teachers *across subjects* and *grades*
- *formulate*, as a staff, a Kindergarten to Senior 4 *learning skills continuum* for all content areas
- use *selection journals* which give current information about learning resources suitable for school collections
- *purchase* a *collection* of resources that is *varied* in format (print and non-print)
- *use other resources* from neighbouring schools; school libraries; division/district resource centres; the Library at Instructional Resources Branch, Manitoba Education and Training; public libraries; bookstores; the community and the world
- *match* the learning *resources* to the needs and learning styles of *students*
- *adapt* the learning *resources* to the particular needs of *students*
- *teach* the appropriate independent learning *skills* and *reinforce* them
- *provide opportunities* for the *transfer* of these learning *skills* to other subject areas
- *evaluate* the achievement of both the *process* and *content*

A list of resources to help classroom teachers teach independent learning skills appears in Appendix E. They are suitable for use by school age and adult independent learners as well. These resources are available from the Library, Instructional Resources Branch, Manitoba Education and Training. Call Reference and Information Assistance at 945-7830 or 1-800-282-8069, extension 7830.

WHAT ARE THE PHASES OF COOPERATIVE PROGRAM PLANNING AND TEACHING BETWEEN CLASSROOM TEACHERS AND TEACHER-LIBRARIANS?

PHASES OF COOPERATIVE PROGRAM PLANNING AND TEACHING BETWEEN CLASSROOM TEACHERS AND TEACHER-LIBRARIANS


INDEPENDENT
LEARNERS
Phase Five: Teachers and Teacher-Librarians plan, implement and evaluate an integrated curricula.
Phase Four: Teachers and Teacher-Librarians plan and implement cooperatively.
Phase Three: Teachers and Teacher-Librarians plan cooperatively and implement independently.
Phase Two: Teachers and Teacher-Librarians implement independently with informal support.
Phase One: Teachers and Teacher-Librarians use library resources independently.
CLASSROOM TEACHERS
STUDENTS
TEACHER-LIBRARIANS
CURRICULA

As much a concept as a facility, the school library functions as a well-managed learning laboratory equipped with a diversity of materials. Drawing on these resources, teachers, teacher-librarians and all school staff work together as educational partners.

Phases of Cooperative Program Planning and Teaching Between Classroom Teachers and Teacher-Librarians

The philosophy of cooperative program planning and teaching is based on the concept that classroom teachers and teacher-librarians promote and implement an integrated curriculum. Such a program expands, enhances and personalizes learning by involving the learner in the planned and purposeful use of a wide variety of learning resources and the development of independent learning skills.

Cooperative program planning and teaching results from a five-phase implementation process.

Phase 1

- classroom teachers *use library resources independently* as a basis for teaching/learning experiences
- teacher-librarians *use library resources independently* as a basis for teaching/learning experiences

Phase 2

- classroom teachers implement resource-based learning *independently* with some *informal support* from teacher-librarians
- teacher-librarians implement resource-based learning *independently* and provide some *informal support* to classroom teachers

Phase 3

- classroom teachers *implement* resource-based learning *independently* through *cooperative planning* with teacher-librarians
- teacher-librarians *implement* resource-based learning *independently* through *cooperative planning* with classroom teachers

Phase 4

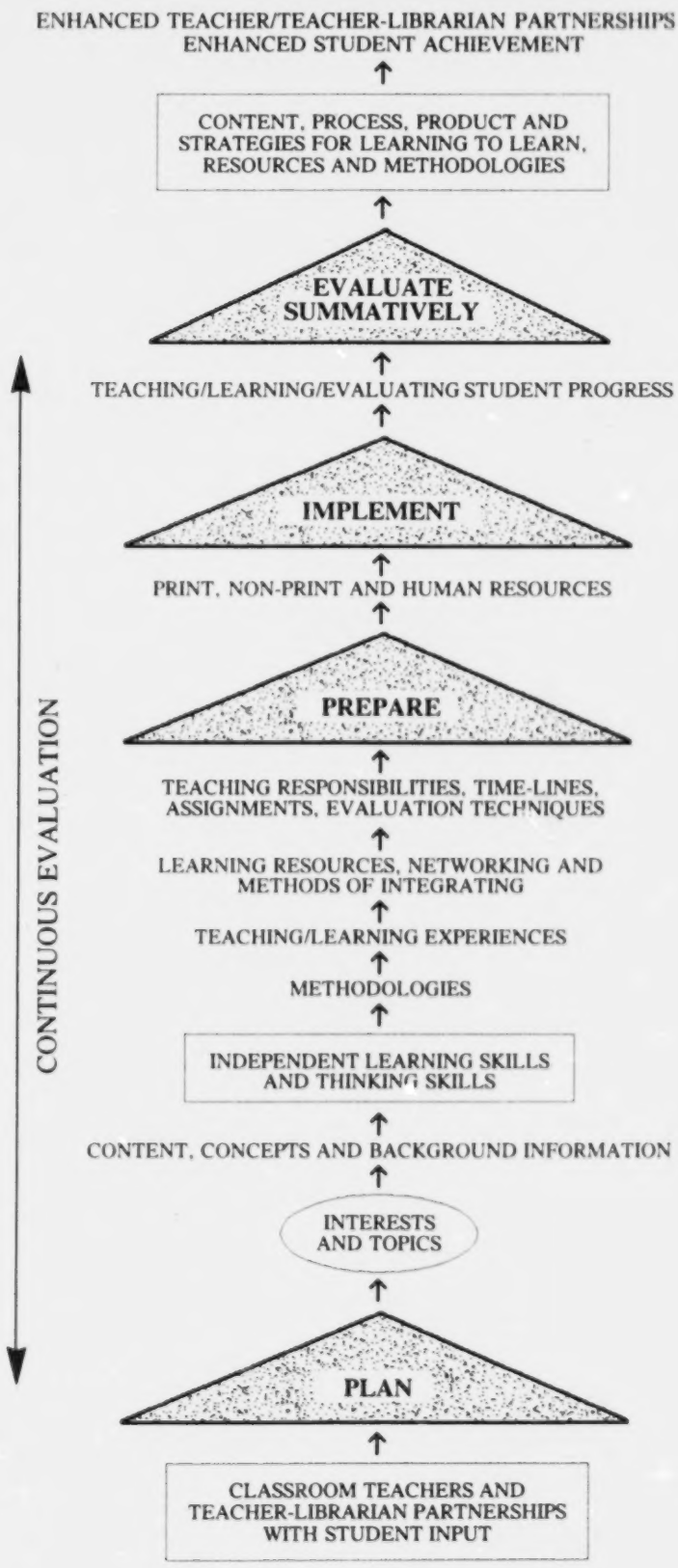
- classroom teachers *plan and implement* resource-based learning *cooperatively* through consultation with teacher-librarians
- teacher-librarians *plan and implement* resource-based learning *cooperatively* through consultation with classroom teachers

Phase 5

- classroom teachers and teacher-librarians *plan*, *implement* and *evaluate curricula* which is *integrated* between the classroom and library programs resulting in the development of independent learning skills in students.

HOW DOES COOPERATIVE PROGRAM PLANNING AND TEACHING WORK BETWEEN CLASSROOM TEACHERS AND TEACHER-LIBRARIANS?

RESOURCE-BASED LEARNING: COOPERATIVE PLANNING AND TEACHING BETWEEN CLASSROOM TEACHERS AND TEACHER-LIBRARIANS


ENHANCED TEACHER/TEACHER-LIBRARIAN PARTNERSHIPS AND ENHANCED STUDENT ACHIEVEMENT
CONTENT, PROCESS, PRODUCT AND STRATEGIES FOR LEARNING TO LEARN, RESOURCES AND METHODOLOGIES
EVALUATE SUMMATIVELY
TEACHING/LEARNING/EVALUATING STUDENT PROGRESS
IMPLEMENT
PRINT, NON-PRINT AND HUMAN RESOURCES
PREPARE
TEACHING RESPONSIBILITIES, TIME-LINES, ASSIGNMENTS, EVALUATION TECHNIQUES
LEARNING RESOURCES, NETWORKING AND METHODS OF INTEGRATING
TEACHING/LEARNING EXPERIENCES
METHODOLOGIES
INDEPENDENT LEARNING SKILLS AND THINKING SKILLS
CONTENT, CONCEPTS AND BACKGROUND INFORMATION
INTERESTS AND TOPICS
PLAN
CLASSROOM TEACHERS AND TEACHER-LIBRARIAN PARTNERSHIPS WITH STUDENT INPUT
CONTINUOUS EVALUATION

With student input, the classroom teachers and teacher-librarians collaborate as instructional partners to plan, prepare, implement and evaluate resource-based learning programs, experiences and student achievement.

Continuous evaluation occurs throughout the stages of planning, preparing and implementing.

Once the decision has been made to plan collaboratively an assignment, unit or sequence, the *teacher/teacher-librarian partners* commence the cooperative program planning process *with student input*. Discussions include the following

- student *interests* and questions
- suitability of the proposed *topic(s)* for resource-based learning
- *content* to be covered
- major *concepts* to be developed
- *background information* required by students
- *independent learning skills* to be taught and/or reinforced
- *thinking skills* to be developed

Upon reaching agreement, the partners determine the following

- appropriate teaching *methodologies*
- *teaching/learning* groupings, sites and *experiences* which would be set up for individual resources
- available *learning resources* appropriate for individual needs, abilities, interests and learning styles;
- need to obtain additional resources through *networking*
- most effective *methods* of *integrating* the resources, methodology, knowledge acquisition, learning processes and learning to learn strategies
- who will teach what, ie *teaching responsibilities*
- *time-line* for the assignment, unit or sequence
- type and format of student *assignments*
- methods, tools and criteria for *evaluation* of the processes, products, knowledge acquisition and learning to learn strategies

The planning process is usually followed by a preparation period. This time may vary in length from one to several weeks to enable the partners to:

- make arrangements for audiovisual equipment and space
- design learning centres, if necessary
- arrange for *print, non-print and human* learning *resources*
- complete research necessary to the teaching of the unit

Jointly, the partners carry out their collaborative plan through various *teaching/learning* experiences, making necessary adjustments. Both teacher and teacher-librarian confer with the students and conduct continuous *evaluation* in order to encourage inquiry and critical thinking.

The *summative evaluation* allows the teaching partners to revise and improve the assignment, unit or sequence for possible future use and provides guidance to the teacher-librarian in the continuing development of the school library collection.

After the resource-based assignment, unit or sequence has been taught, the partners evaluate the effectiveness and appropriateness of it as to

- *content*
- *process, product and strategies for learning to learn*
- *resources*
- *methodologies*

How to locate sample resource-based learning units is explained in Appendix D.

WHAT SUPPORTS ARE AVAILABLE FROM MANITOBA EDUCATION AND TRAINING?

SUPPORTS AVAILABLE FROM MANITOBA EDUCATION AND TRAINING AND DIRECTION DES RESSOURCES ÉDUCATIVES FRANÇAISES (DREF)

To access curriculum implementation assistance, including staff development and sample resource-based learning units, contact:

School Library Curriculum Consultant
Instructional Resources Branch
Box 6 - 1181 Portage Avenue
Winnipeg MB R3G 0T3
(204) 945-5681 or 1-800-282-8069 (ext. 5681) FAX: 945-8756

Director
Instructional Resources Branch
(204) 945-7833

Director
Curriculum Services Branch
Room 404 - 1181 Portage Avenue
(204) 945-7967 Fax: 945-3042

Library Coordinator/Coordonnatrice bibliothécaire
Direction des Ressources Éducatives Françaises (DREF)
200, avenue de la Cathédrale
Winnipeg MB R2H 0H7
(204) 945-6859 or 1-800-667-2950 (ext. 6859) FAX: 945-0092

Director/Directeur
DREF
(204) 945-8554

To access implementation materials and information assistance, contact:

Library
Reference and Information Assistance
Instructional Resources Branch
Box 3 - 1181 Portage Avenue
Winnipeg MB R3G 0T3
(204) 945-7830 or 1-800-282-8069 (ext. 7830)

DREF
Référénces et Information
200, avenue de la Cathédrale
Winnipeg MB R2H 0H7
(204) 945-8594 or 1-800-667-2950 (ext. 8594)

APPENDIX A
Learning Goals for Young People

Learning Goals for Young People Ages 5 to 18

Administrative Handbook for Manitoba Schools
(February 1988; Section 1; pp. 1-4)

These learning goals are currently under review.

1.1.02 Learning Goals for Young People Ages 5 to 18

Education is a continuing, lifelong process which encompasses all of the learning experiences that result from the interaction between the individual and the physical and social environment; the school is a formal institution that has the more restricted purpose of providing certain planned learning activities for young people over a limited period of time. Thus the school, albeit very important, is only one of a number of societal agencies involved in the educational process, and takes its place alongside the home, the church, and the community in playing a significant role in the lives of young people.

The school, as part of the total educational process, accepts particular responsibility for certain specific goals that are key to the broader goals of education, which in turn are perceived as a responsibility shared with the community as a whole. The following goals statement incorporates both categorizations--the more limited, exclusive commitment as well as the shared tasks--and provides direction for the design of a curriculum to meet a wide range of social expectations. Included are statements stressing the development of the student's skills in communication, mathematics, science and the arts. The goals reflect the inter-relatedness of broad aspects of the curriculum in promoting the student's growth and development, both as an individual and as a responsible citizen. The student's increasing capacity for critical thinking and decision making is a major focus.

Schools should provide students with those experiences which encourage them to develop to their fullest potential--mentally, physically, morally, emotionally, culturally and socially. In the process of identifying the major goals of a system dedicated to this task, it is reasonable to begin by describing those skills which a student is expected to develop. However, while certain goals may receive varying emphasis at different times, all are of equal importance over the 12 years of public school education and relate closely to and reinforce each other.

Through the school program, the student should demonstrate an increasing ability to:

1. Listen with sensitivity and discrimination;
2. Articulate ideas, thoughts and feelings with confidence and lucidity;
3. Read with an increasing comprehension of the deeper levels of meaning;
4. Write about experiences, thoughts, and feelings with increasing clarity and sensitivity;
5. Develop an awareness of, and a sensitive response to, literature;

6. Use mathematical concepts and arithmetic operations with understanding;
7. Use measurement in relevant situations with an understanding of the concepts involved;
8. Understand relationships involving space and shape, and develop judgement related to distance, time, force, speed and direction;
9. Understand the changing environment, in terms of its parts and of the patterns that characterize it as a whole;
10. Develop creative and imaginative thinking;
11. Express and communicate with confidence through play, song, dance, creative movement, drama, visual arts and other means;
12. Develop aural awareness and a sensitive response to music;
13. Develop visual and tactile awareness and a sensitive response to the visual arts;
14. Make informed and rational decisions. This capacity includes increasing ability in the skills of inquiry, analysis, synthesis and evaluation. These skills involve:
    - 14.1 gathering and organizing specific factual information --observing events, measuring properties and rates of change, and classifying events, objects and ideas;
    - 14.2 assessing information communicated by all forms of expression:
        - (a) distinguishing between fact and fiction; primary and secondary sources; correlations and causation; direct statement and implied meaning;
        - (b) recognizing bias and prejudice;
        - (c) making systematic comparisons;
    - 14.3 forming and defending an opinion by using a system of logical inquiry;
    - 14.4 identifying and developing alternative solutions;
15. Develop a basic understanding of his/her physical and emotional nature by:
    - 15.1 recognizing and responding effectively to his/her individual strengths and weaknesses within the context of an expanding range of interest, skills and abilities;
    - 15.2 demonstrating an acceptance and understanding of bodily changes and the shifting of social relationships and emotional adjustments associated with the onset of puberty;
    - 15.3 developing habits which contribute to independent problem solving and responsible behaviour;
    - 15.4 developing positive ways of dealing with peer group influence, institutional pressure, and bias and prejudice;

16. Exhibit habits of safe and responsible behaviour toward self and others;

17. Exhibit habits which promote lifelong physical fitness, good nutrition, continuing physical activity, and positive use of leisure time;

18. Develop an understanding of social relationships, and interact effectively with others by:

    18.1 recognizing the interdependence of all people--people in specialized roles and people in the various roles which the individual plays as a family member, student, worker and citizen;

    18.2 examining and considering responsible lifestyle choices related to work, society and family within the context of his/her personal interests, capacities and values;

19. Develop knowledge of and reasoned pride in community and in Canada, and an understanding and empathy for social and cultural groups different from one's own;

20. Make decisions based on a personal value system which recognizes both the priorities of his/her society and the integrity of the individual;

21. Make the transition from school to employment and/or post-secondary education by:

    21.1 assessing personal interest, values, and capacities related to work and education;

    21.2 understanding the dynamics of group behaviour in a work situation;

    21.3 knowing that prerequisite competencies are needed for a wide range of occupations and education programs;

    21.4 knowing the available resources for secondary and post-secondary education and/or preparation for work;

    21.5 having a basic knowledge of new and existing technology;

    21.6 assessing a variety of projected changes of a social, technical, and economic nature that may affect patterns in education and work;

    21.7 developing the primary knowledge and basic skills needed to enter a chosen area of post-secondary education and/or a chosen area of initial employment.

APPENDIX B
Glossary

CONTENT: Subjects or topics covered in a unit of study.

COOPERATIVE PLANNING: Planning in which the teacher-librarian and teacher work together to define a particular unit of study and to identify the resources which will be used when teaching the unit.

FLEXIBLE SCHEDULE: A timetable where classes are booked in on a needs (rather than fixed or regular) basis. This is also called an open schedule.

INDEPENDENT LEARNING SKILLS: Curriculum-based skills related to learning. These include skills in the retrieval, processing, evaluation and presentation of information, as well as critical and creative thinking skills.

INFORMATION TECHNOLOGIES: Educational technology which is used by learners to create, access and manipulate information, ideas and expressions of the imagination.

INTEGRATED SCHOOL LIBRARY PROGRAMS: Learning activities and strategies designed to implement the school's curricula and to assist students and staff in interacting with resources in order to facilitate teaching and learning. The school library program is integrated with the school's instructional programs.

LEARNING RESOURCES: Any person or any material with instructional content or function that is used in a formal or informal teaching/learning context. Learning resources, therefore, include such materials as approved and recommended textbooks, fiction and non-fiction books, magazines, manipulatives, games, films, filmstrips, audio and video recordings, communications and computer technologies and other materials. Events such as field trips may also be included in this category.

LIBRARY CLERK: A person who may have basic library training whose duties include typing, filing and other library tasks. The terms *"library assistant"* and *"library aide"* are often used synonymously with *"library clerk"*.

LIBRARY TECHNICIAN: A person who has graduated from a library technician's program in a technical institute. A library technician prepares, orders, produces, circulates, retrieves and processes instructional information through the use of technology, reference techniques, bibliographic tools and audiovisual equipment.

RESOURCE-BASED LEARNING: An educational model which, by design, actively involves students, teachers and teacher-librarians in the meaningful use of a wide range of appropriate print, non-print and human resources.

SCHOOL LIBRARY: The area in a school, administered by a teacher-librarian, which creates an environment that encourages the use of various media, facilitates the implementation of the school curriculum, helps motivate students to use the materials and services necessary for learning and provides the flexibility needed to implement new technologies and programs.

TEACHER-LIBRARIAN: An experienced certified teacher who has post-baccalaureate training in at least one of library science, school librarianship, or educational media technology and who is responsible for the school library services, staff, resources and facilities necessary for the provision of a school library program.

WEBBING: A process by which students choose a subject to research, brainstorm for all the main topics that can be investigated, categorize and record them on either charts or blackboards and develop questions to help investigate the subject. This process is also known as mind-mapping, concept-mapping and semantic mapping.

APPENDIX C
Suggestions for Student Presentations

Advertising Campaign

Articles, Magazine

Articles, Newspaper -- write article, set up page or entire newspaper from knowledge learned

Artifacts -- make replicas of artifacts of modern or ancient peoples based on research

Biography -- write a person's biography

Blueprints -- if research is about something physical, draft plans or blueprints

Book Cover -- prepare imaginary book cover using ideas from point form

Book Promotion -- oral or written; recommend a book or story to a friend

Booklet -- arrange points in a well organized booklet

Caricatures -- illustrate characteristics or emphasize your work through caricatures

Carving -- carve with various materials

Cassette Recorder -- prepare oral report and tape it

Change Actual Facts -- if an event had not taken place, compare the possible outcomes with the real ones

Chart -- organize information into a chart form, possibly a time chart

Choral Speaking -- "pool" the research of a group and present work in unison

Collage, Words/Pictures -- choose a theme

Collection -- prepare a collection, for example rocks, minerals, coins from various lands, plants

Comic Strip -- organize material into a comic strip; summarize, sequence, main idea, beginning/middle/end

Commercial -- write one for TV or radio

Costumes -- make costumes based on research

Dance Drama -- physically demonstrate facts

Debate -- support facts logically

Diary

Discussion, Group -- exchange materials and ideas informally

Discussion, Panel -- set up two sides with different points of view; discuss points

Documents -- make authentic looking documents based on findings

Editorial -- express opinion or viewpoint in oral or written format

Film -- borrow audio-visual equipment to film results of studies

Foods -- prepare and taste new or different foods that were learned about

Games -- devise learning-type games which others could use to learn about your discoveries

Glossary of Terms

Graphs -- compare statistics

Interview -- organize an interview using research points

Jingles -- use musical jingles to put ideas across

Job Application

Letter -- write a letter, imaginary or otherwise, to an author or character

List -- summarize data in a list form, for example, other works by same author

Log -- write a day by day account of activities, perhaps from point of view of explorer

Map -- make map from the points in notes; think of explorers' difficulties

Masks -- make accurate masks of a period; explore the customs

Memoirs

Mobile

Mock Trial

Models -- make models based on research; use various mediums; prepare plans and instructions on how to make a model

Mural -- work on mural in a group

Myths and Legends -- create a myth or legend based on work

Narrate -- pretend to be a narrator

Notes in Other Languages -- write notes in Italian, Greek, Hebrew, Indian, and so on

Novel or Nonfiction Book -- write a historical fiction novel or scientific book using information learned; prepare a book for primary children to read

Operetta -- arrange and perform an opera; base it on point form

Overhead Transparencies -- make overheads to present and explain research

Pamphlets -- prepare an illustrated pamphlet

Pantomime -- silently act out what was learned

Pictures with Captions -- create pictures which explain work; summarize; main ideas

Play -- write, direct and perform a play or skit to dramatize facts

Poem -- write an original poem using research notes

Poetry Display -- arrange display or bulletin boards; book titles on themes

Posters -- use posters to show research

Proclamation/Announcement -- present material as a proclamation

Puppets -- use hand puppets, stick puppets or marionettes to vivify data

Puzzles -- make a math or jig-saw puzzle

Questions/Answers -- use research to prepare pertinent questions and complete answers

Quiz -- prepare quiz or test; mark and supply answers

Quotations -- locate and arrange various quotations related to topic

Radio Broadcast -- plan a radio broadcast to relate new knowledge

Recitation

Report -- present what was found to the class in an interesting oral report or composition

Reporter -- pretend to be a TV, radio or newspaper reporter and report data "from the scene"; oral or written

Riddles -- write riddles based on topic
Scrapbook -- organize a scrapbook of work and keep adding to it
Scroll -- write in Olde English or another language and "antiquify" paper by using dirt and burning edges

Sculpture -- make a sculpture based on information found

Sequence -- organize by date or order of occurrence

Simulation -- for example, a discovery in a lab

Slides/Cassettes -- borrow audio-visual equipment to take slides of activity involving research; make a cassette to go with it

Slogans -- think of appropriate slogans

Song -- create a traditional or folk song

Special Day/Celebration -- plan a program for a religious or national holiday

Speech -- for example, a nomination, sod turning or unveiling

Stamps

Survey

Telephone Conversation -- explain facts in a telephone conversation

Television Panellist

Terrarium -- arrange an environment for animals or wildlife

"This is my Life"

Time Line

Time Machine/Tunnel -- use imagination to "move" in time

Tour -- plan a tour based on research; students could serve as tour guides

Traveller -- present work as a returning traveller talking to friends

Trip -- plan a trip as a follow-up to research

Video Tape -- video tape activities; could be in the format of a television skit; valuable for student evaluation

Vocabulary List/Definitions -- build an interesting list of new words from research

APPENDIX D

Locating Sample Resource-Based Learning Units

Following are only a few examples of the hundreds of units which have been developed by teachers and teacher-librarians that are available in either journals or monographs. The ones included are given to indicate possible sources for other units. Wherever possible, subject areas are indicated.

Please Note: BCTLA The Bookmark at times publishes subject, author and title indexes to cooperative units. These are printed in the green pages at the back of their issues. One such set of indexes can be found in the December 1992 issue where all units from September 1984 to June 1992 are indexed. Another is in the September 1993 issue where units from September 1992 to June 1993 are indexed.

Early Years

Alberta Education. "Who's Who in the Zoo. "Focus on Research: a guide to developing students' research skills. Edmonton: Alberta Education, 1990. 63-64. (Language Arts, Science; also includes Grade 5, 6 and 8 units as well as two from Grade 11.)

Cohen, Reesa. "Grade 5 Literature Genre Unit." MSLAVA Journal 18:2 (December 1990): 32-34.

Powell, Shelagh...[et al.]. "Environment Adaptation Unit." MSLAVA Journal 19:3 (March 1992): 24-27.

Pritchard, Sheila. Learning Resources, Literature to Support the Social Studies, Grades 1-6. Edmonton: Edmonton Public Schools, 1992.

Saskatchewan Valley School Division #49. Cooperatively Planned and Taught Units of Study: elementary, K-6. Warman: Saskatchewan Valley School Division #49, 1993.

Wright, Jackie. "Olympic Theme." MSLAVA Journal 20:2 (December 1992): 13-18. (Math, Language Arts, Social Studies, Art, Drama and Science)

Middle Years

Cave, Roxanne. "The Legacy of Apartheid in South Africa: a co-operatively planned unit for late intermediate on racism, imperialism and government." BCTLA The Bookmark 35:1 (September 1993): 105-122.

McComb, Bonnie...[et al.]. "Believe It or Not: the bizarre, the unexplained and the unusual." BCTLA The Bookmark 33:1 (September 1991): 19-25.

Metcalfe, June. "Our Global Community: an integrated unit." BCTLA The Bookmark 34:3 (March 1993): 25-31. (Current events, geography and journalistic writing)

Porter, Carole and Sandy Paul. Math is in the Library, Too!: a library resource unit for mathematics in Grade 4-9. Calgary: Calgary Board of Education, 1985.

Spinks, Janie...[et al.]. "India: land of cultural diversity, a unit for Grades 6-9." BCTLA The Bookmark 34:4 (June 1993): 57-73.

Tye, Judy and Judy Chretien. "Give Peace a Chance: Partners in Action unit dealing with peace and conflict." The Teaching Librarian 1:1: 22-25 (Remembrance Day and information retrieval skills)

Senior Years

Guy, Jasna and Wendy Shaw. "Cities." BCTLA The Bookmark 30:2 (December 1988): 103.

McPhee, Greg. Medical Detective. Mississauga: Peel Board of Education, 1993. (Grade 11 Biology; invites students to work as "doctors" on case studies of specific diseases.)

Matthews, Allan and Shelley Hunt. "Classic Literature Program." BCTLA The Bookmark 32:2 (December 1990): 211-212.

Popwych, Teresa. "Role Playing Forums in the Social Studies/Geography Curriculum." BCTLA The Bookmark 32:2 (December 1990): 78-89.

Rowatt, Gordon and Joe Fiocca. "Docudrama: a slice of time." The Teaching Librarian 1:2 (Winter 1993): 22-24.

Saskatchewan Valley School Division #49. Cooperatively Planned and Taught Units of Study: secondary, Grades 7-12. Warman: Saskatchewan Valley School Division #49, 1993.

All Grades

British Columbia Ministry of Education. Literature Connections: the teacher and teacher-librarian partnership. Victoria: Queen's Printer, 1990. (Sample unit outlines)

Driscoll, Dianne...[et al.]. eds. Fuel for Change: cooperative program planning and teaching. Vancouver: British Columbia Teacher-Librarians' Association, 1986. (Sample units at various grade levels and in a number of subject areas)

APPENDIX E

Resources for Classroom Teachers

The materials listed in these selective bibliographies are available from the Library, Manitoba Education and Training at 945-7830 or 1-800-282-8069 (ext. 7830).

NOTE: Materials produced prior to 1984 have not been included.

INDEPENDENT LEARNING SKILLS

Early Years

Activity Records Incorporated. Learning the Library: a skills and concepts series. (kit) K 372.6 L41

Atwell, Nancie. Coming to Know: writing to learn in the intermediate grades. 372.623044 C64

Berry, Margaret. Stepping into Research: a complete research skills activities program for grades 5-12. 025.5678223 B47

Brandt, Sue. How to Write a Report. 808.02 B73

Jay, Ellen. Building Reference Skills in the Elementary School. 025.5678222 J39

Laughlin, Mildred. Developing Learning Skills Through Children's Literature: an idea book for K-5 Classrooms and Libraries. 011.6250544 L39

Leonard, Phyllis and Paula Montgomery. Choose, Use, Enjoy, Share: library media skills for the gifted child. 027.8222 L45

Polette, Nancy. First Research Projects: K-3. 372.6044 P64 f

Seaver, Alice. Library Media Skills: strategies for instructing primary students. 025.5678222 S41 1991

Simpson, Ann and Teddy Meister. Independent Study Enrichment Projects: ready-to-use projects for grades 3-8. 372.13943 M43

Snoddon, Ruth. Library Skills Learning Centers for the Primary Grades. 025.5678 S66

Weisburg, Hilda and Ruth Torr. Teacher's Portfolio of Library Skills Lessons and Activities. 025.5678 W43

Zlotnick, Barbara and Paula Montgomery. Ready for Reference: media skills for intermediate students. 025.5678222 Z56

Middle Years

Activity Records Incorporated. Learning the Library: a skills and concepts series. (kit) K 372.6 L41

Brandt, Sue. How to Write a Report. 808.02 B73

Cash, Phyllis. How to Develop and Write a Research Paper. 808.02 C38

Jweid, Rosann. The Library-Classroom Partnership: teaching library media skills in middle and junior high schools. 025.5678 J84

Simpson, Ann and Teddy Meister. Independent Study Enrichment Projects: ready-to-use projects for grades 3-8. 372.13943 M43

Van Vliet, Lucille and Paula Montgomery. Media Skills for Middle Schools: strategies for library media specialists and teachers. 027.8222 V35

Weisburg, Hilda and Ruth Torr. Teacher's Portfolio of Library Skills Lessons and Activities. 025.5678 W43

Zlotnick, Barbara and Paula Montgomery. Ready for Reference: media skills for intermediate students. 025.5678222 Z56

Senior Years

Adams, Mignon and Jacquelyn Morris. Teaching Library Skills for Academic Credit. 025.5677 A33

Bankhead, Elizabeth. Write It: a guide for research. 808.02 W76

Bell, Rick. Learning Strategies Sourcebook for Secondary Schools. 373.130281 L41

Buckley, Joanne. Fit to Print: the Canadian student's guide to essay writing. 808.02 B82

Cash, Phyllis. How to Develop and Write a Research Paper. 808.02 C38

Cutlip, Glen and Paula Montgomery. Learning and Information: skills for the secondary classroom and library media program. 025.5678223 C88

Dallas County Community College District. Beginning and Ending. (video) VHS #7048

-----. Discovering Ideas. (video) VHS #7034

-----. Discovering the Library. (video) VHS #7082

-----. The Drama of Thinking. (video) VHS #7036

-----. Report and Proposal Writing. (video) VHS #7092

-----. Sharpening the Focus. (video) VHS #7040

-----. Writing a Research Paper. (video) VHS #7084

Davey, Richard. The Writing Process. 808.042 D38

Ellis, Barbara. How to Write Themes and Term Papers. 808.02 L45

Guidance Associates. How to Use the Library. (video) VHS #6374

Hackman, Mary. Library Media Skills and the Senior High School English Program 025.5678223 H32

Manitoba Education. Learning Strategies Sourcebook for Secondary Schools. 373.130281 L41

Markman, Roberta...[et al.]. 10 Steps in Writing the Research Paper. 808.02 M37

Messenger, William and Peter Taylor. Elements of Writing: a process rhetoric for Canadian students. 808.042 M48

Meyer, Michael. The Little, Brown Guide to Writing Research Papers. 808.02 M49

Minnesota Educational Computing Corp. Writing an Opinion Paper. (computer) MRDF 808.06 W75

Skapura, Robert and John Marlowe. History: a student's guide to research and writing. 907.2 S52

-----. Literature: a student's guide to research and writing. 808.042 S52

Tchudi, Susan and Stephen Tchudi. The Young Writer's Handbook. 808.042 T34

Turabian, Kate and Bonnie Honigsblum. A Manual for Writers of Term Papers, Theses, and Dissertations. 808.02 T87 1987

Weisburg, Hilda and Ruth Torr. Teacher's Portfolio of Library Skills Lessons and Activities. (Senior 1) 025.5678 W43

All Grades

Bankhead, Elizabeth. Write It: a guide for research. 808.02 W76

Barzun, Jacques. The Modern Researcher. 001.432 B37

Campbell, William. Form and Style: theses, reports, term papers. 808.02 C35 1990

Carney, T.F. Liberation Learning: self-directed learning for students. 378.17 C37

Eisenberg, Michael. Information Problem Solving: the big six skills approach to library and information skills instruction. 025.5678 E38

Felknor, Bruce. How to Look Things up and Find Things Out. 027 F44

Fleet, Joan...[et al.]. Learning for success: skills and strategies for Canadian students. 378.170281 F54

Flight: writing for a classroom research project. (video) VHS #5998

Graves, Donald. Investigate Nonfiction. 372.623044 G73 i

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 808.02 M63 1988

Grossberg, Frederick and Suzanne Brady. Flight: writing for a classroom research project, discussion guide. 372.623 T41 v.1

Haycock, Carol-Ann. Student Assessment: the evaluation of research and study skills. 371.30281 S88

Hughes, Kathryn. The Report Writer's Manual. 808.02 H83

Hult, Christine. Researching and Writing Across the Curriculum. 808.02 H84

Katz, William. Your Library: a reference guide. 025.56 K38

Lamm, Kathryn. 10,000 Ideas for Term Papers, Projects and Reports. 808.02 L34

Lenmark-Elis, Barbara. How to Write Themes and Term Papers. 808.02 L45

McKinnie, William and Ross McLean. Better Ways to A's: a student's guide to research, essay writing, report writing, oral presentations. 808.02 B48

McLean, Ross and William McKinnie. Better Ways to A's: a student's guide to research, essay writing, report writing, oral presentations. 808.02 B48

Mann, Thomas. A Guide to Library Research Methods. 027.00202 M35

Mulkerne, Donald and J.D. Mulkerne. The Perfect Term Paper, Step by Step. 808.023 K34 1988

Overbury, Stephen. Finding Canadian Facts Fast. 001.42 O94

Polette, Nancy. The Research Book for Gifted Programs. 371.953 P64 re

-----. Research Without Copying. 371.3028 P64 r

Schumaker, Jean and Donald Deshler. Learning Strategies: a new way to learn. (kit) K 371.302812 L41

Stripling, Barbara and Judy Pitts. Brainstorms and Blueprints: teaching library research as a thinking process. 025.5678223 S77

Tchudi, Stephen. The Young Learner's Handbook. 371.302812 T34

United Kingdom Reading Association. Teaching Information Skills Through Project Work. 371.36 W73

MEDIA LITERACY

Early Years

Mirus Films. The Edit. (video) VHS #9481

Middle Years

Mirus Films. The Edit. (video) VHS #9481

National Film Board of Canada. Advertising and Consumerism. (video; Senior 1) VHS #6965

-----. Cultural Sovereignty: shaping information. (video) VHS #6961

-----. Images of Women. (video; Senior 1) VHS #6963

Ontario Ministry of Education. Media Literacy: intermediate and senior divisions. 302.23071 M43

Senior Years

Mirus Films. The Edit. (video) VHS #9481

Moyers, Bill. Consuming Images. (video) VHS #9374

National Film Board of Canada. Advertising and Consumerism. (video) VHS #6965

-----. Cultural Sovereignty: shaping information. (video) VHS #6961

-----. Images of Women. (video) VHS #6963

Ontario Ministry of Education. Media Literacy: intermediate and senior divisions. 302.23071 M43

All Grades

Hamm, Mary and Dennis Adams. Media and Literacy: learning in an electronic age, issues, ideas and teaching strategies. 371.3358 A33

Manitoba Education and Training. Media Literacy: a catalogue of videorecordings and films available from the Library, Instructional Resources Branch. 017.537 M35 me

THINKING SKILLS

Early Years

Alfred Higgins Productions. Problem Solving Film (video) VHS #9507

Berry, Joy. Every Kid's Guide to Decision Making and Problem Solving. 646.78 B47 v.4

Johnson, Tony. Philosophy for Children: an approach to critical thinking. 370.3 J63

Polette, Nancy. The ABCs of Books and Thinking Skills: a literature-based thinking skills program, K-8. 372.6044 P64 a

Middle Years

Alfred Higgins Productions. Problem Solving Film. (video) VHS #9507

Berry, Joy. Every Kid's Guide to Decision Making and Problem Solving. 646.78 B47 v.4

FilmFair Communications. Critical Thinking: day to day. (film) #4448 (video) VHS #6341

Polette, Nancy. The ABCs of Books and Thinking Skills: a literature-based thinking skills program, K-8. 372.6044 P64 a

Senior Years

Alfred Higgins Productions. Problem Solving Film. (video; Senior 1) VHS #9507

Clarke, John. Teaching Critical Thinking: reports from across the curriculum. 370.152 T41

Critical Thinking Skill Transparencies: American history series, teacher's guide. 973.007 C75

Critical Thinking Skill Transparencies with Teacher's Guide and Worksheets: world history series. 909 C75

FilmFair Communications. Critical Thinking: day to day. (film) #4448 (video) VHS #6341

Maiorana, Victor. Critical Thinking Across the Curriculum: building the analytical classroom. 370.152 M33

All Grades

Adams, Dennis. Cooperative Learning: critical thinking and collaboration across the curriculum. 371.395 A33 c

Alberta Education. Breaking New Ground: skills of intelligence. 370.152097 B74

Barrow, Robin. Understanding Skills: thinking, feeling, and caring. 370.1 B37 u

De Bono, Edward. CoRT Thinking: workcard 1, breadth. 153.4207 D42 wc v.1

-----. CoRT Thinking: teacher's notes. 153.4207 D42 t v.1

Eggen, Paul and Donald Kauchak. Strategies for Teachers: teaching content and thinking skills. 371.102 E34

Flack, Jerry. Mystery and Detection: thinking and problem solving with the sleuths. 371.956 F53

Golub, Jeff. Activities to Promote Critical Thinking: classroom practices in teaching English. 428.0071 A27

Grant, Grace. Teaching Critical Thinking. 153.4307 G73

Howe, Robert and John F. Disinger. Environmental Activities for Teaching Critical Thinking. 372.357 H69

Kruise, Carol. Learning Through Literature: activities to enhance reading, writing, and thinking skills. 372.6044 K78 l

McPeck, John. Teaching Critical Thinking: dialogue and dialectic. 370.152 M26

Moore, Edgar...[et al.]. Creative and Critical Thinking. 160 M65

Petreshene, Susan. More Mind Joggers: 102 ready-to-use activities that make kids think. 370.152 P48

Ruggiero, Vincent. Teaching Thinking Across the Curriculum. 370.157 R83

Stripling, Barbara and Judy Pitts. Brainstorms and Blueprints: teaching library research as a thinking process. 025.5678223 S77

Tchudi, Stephen. The Young Learner's Handbook. 371.302812 T34

Weber, K.J. Precision Reading: 60 blackline masters to develop thinking strategies, language skills and dictionary competency. 428.42076 W42

Worsham, Antoinette. A Model for Teaching Thinking Skills: the inclusion process. 370.152 W67

STUDY SKILLS

Early Years

Bartoletti, Susan. Study Skills Workout. 371.30281 B38

Getting Your Act Together: a student guide to strengthening organizational skills, junior/intermediate. 372.130281 G48

Middle Years

Bartoletti, Susan. Study Skills Workout. 371.30281 B38

Brandon School Division No. 40. Study Skills: processes for learning. 371.30281 S89

Getting Your Act Together: a student guide to strengthening organizational skills, junior/intermediate. 372.130281 G48

Olney, Claude. Where There's a Will There's an A: high school seminar. (video) VHS #9606

Senior Years

Brandon School Division No. 40. Study Skills: processes for learning. 371.30281 S89

Compugenesis. The A+ Student. (film) #4441

French, Joyce. Reading and Study Skills in the Secondary School: a sourcebook. 428.40712 F74

Guidance Associates. How to Listen Effectively. (video) VHS #6377

-----. How to Manage Your Time. (video) VHS #6376

-----. How to Read a Textbook. (video) VHS #6379

----. How to Take Essay Tests. (video) VHS #6378

-----. How to Take Notes. (video) VHS #6375

Manitoba Educational Television. Survival Skills for Students: the video. (video) VHS #6183

Muskat, Susan. Improving Study Skills. 371.42 M88 v.4

All Grades

Brescher, Antoinette. Study Smart: ready-to-use reading/studying skills activities for grades 5-12. 371.3028 B74

Canter, Lee and Lee Hauser. Homework Without Tears. 649.68 C35

Communication and Learning Center. 125 Ways to be a Better Student. 371.30281 O54

Cook, Ann. Study Power: a guide to improved study skills. 371.30281 S78

England, David and Joannis Flatley. Homework - and Why. 371.30281 E54

Fleet, Joan...[et al.]. Learning for Success: skills and strategies for Canadian students. 378.170281 F54

Foyle, Harvey and Gerald Bailey. Homework: selected references. 016.3713028 F69

Graham, Kenneth. Study Skills Handbook: a guide for all teachers. 371.30281 G73

Haycock, Carol-Ann. Student Assessment: the evaluation of research and study skills. 371.30281 S88

James, Elizabeth and Carol Barkin. How to be School Smart: secrets of successful schoolwork. 371.30281 J34

Nash, Tom. Success in School: the time for success is now, the tool for success is here. 371.30281 N38

Walker, James. Survival Skills for Students: a workbook of learning strategies. 373.13 W34

Worldwide Images. Strategies Instruction: a new way to teach. (kit) K 371.302814 S77

NOTETAKING

Middle Years

De Bono, Edward. Think, Note, Write. [Grades 6-8] 808.042 D42 etc.

-----. Think, Note, Write: teacher guide. [Grades 6-8] 808.042 D42 t etc.

Senior Years

De Bono, Edward. Think, Note, Write. [Grade 9] 808.042 D42

-----. Think, Note, Write: teacher guide. [Grade 9] 808.042 D42 t

APPENDIX F

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APPENDIX G

Supplementary Reading

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